

Cooper Lavigne

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UBD 3

Some of the main things I took away from this chapter were strategies to ensure that you convey the message you want to as a teacher. The chapter talks a lot about how there is far too much content being squeezed into classes that don't have enough time and there are certain things we can do to avoid missing important information. One of these strategies was to focus more on big concepts rather than details while it's not suggesting that you summarily skip over pertinent details that are crucial to an understanding of the content it may suggest that sometimes using multiple examples for the same concept or getting far too precise may be wasting time and actually end up doing your students a disservice. Another concept that intrigued me was that the book we work off in class can be viewed as a supplement to rather than the guiding text to the classrooms learning. While I've never been interested in following a textbook page for page I would imagine teachers would have more of a responsibility to the text whether they liked it or not, this obviously isn't to say they suggest you throw out the book but it certainly has less of an integral role than I would have thought. Finally I thought the most important concept was backwards planning which we've already addressed in class. Basically if we know what we want students to come away from the class understanding we can work back from there as opposed to starting from day one and hopefully building a lesson plan that ends precisely where we want it to.